

## Unit Plan Template: Printmaking

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Written for grade level: 1

Unit Big Idea: Printmaking

Unit Summary: Students will design and create their own printmaking plates using foam or cardboard or model magic.

Essential questions: What is printmaking? What is a relief print? What is a collagraph print? How do artists today use printmaking? What is a ghost print?

National Core Arts Standards that jive with this big idea: VA:Cr1.2.2a, VA:Cr3.1.2a, VA:Cr3.1.2a, VA:Re9.1.2a, VA:Cr2.2.3a, VA:Re.7.1.3a, VA:Re.7.2.3a, VA:Cn11.1.4a.

Objective(s):	Content (what students must know/understand):	Process (how students will learn this information):	Assessment (how will I know if students get it?)
VA:Cr1.2.2a Make art or design with various materials and tools to explore personal interests, questions, and curiosity.	Students will be expected to know how to explore personal interests, questions, ideas and curiosity through various materials and art making tools.	Students will be introduced to the information via short lectures and interactive demonstrations.	Students will demonstrate their knowledge by creating personal works of art and experimenting with various materials.
VA:Cr2.3.2a Repurpose objects to make something new.	Students will be expected to think about how objects can be repurposed to create new works of art.	Students will be involved in short lectures and demonstrations about how artists utilize old or seemingly useless items to create new works of art.	Students will demonstrate their knowledge by utilizing gathered or recycled materials to create art.
VA:Cr3.1.2a Discuss and reflect with peers about choices made in creating artwork.	Students will be expected to know how to discuss their work and decision making	Students will be introduced to these concepts through interactive lectures	Students will demonstrate their knowledge by discussing their art

	process with peers while using art vocabulary.	and demonstrations, as well as in progress critiques and peer discussions.	and decision making process with peers.
VA:Re9.1.2a Use learned art vocabulary to express preferences about artwork.	Students will be expected to know how to use art vocabulary while talking about art preferences during in class discussions.	Students will be introduced to this art vocabulary and its context through lectures, interactive demonstrations, and other activities.	Students will demonstrate their knowledge by utilizing art vocabulary in discussions about artwork and art related preferences.
VA:Cr2.2.3a Demonstrate an understanding of the safe and proficient use of materials , tools, and equipment for a variety of artistic processes.	Students will be expected to utilize materials tools and equipment in the art classroom safely and appropriately while creating their pieces.	Students will be introduced to information regarding safe and appropriate use of materials tools and equipment during short lectures and interactive demonstrations.	Students will demonstrate their knowledge by safely and appropriately utilizing tools materials and equipment in the art classroom while creating their pieces.
VA:Re.7.1.3a Speculate about processes an artist uses to create a work of art.	Students will be expected to make educated guesses about the process of how a work of art was made.	Students will be introduced to this idea in short lectures and interactive demonstrations.	Students will demonstrate their knowledge by participating in lectures and interactive demonstrations by making guesses about how a work of art could have been made.
VA:Re.7.2.3a Determine messages communicated by an image.	Students will be expected to figure out what message is being communicated by a piece of artwork.	Students will be introduced to this idea during a short lecture and interactive demonstration.	Students will demonstrate their knowledge by communicating what messages are being portrayed in a piece of art.
VA:Cn11.1.4a Through observation, infer information about time, place, and culture in which	Students will be expected to make educated guesses about the time and	Students will be introduced to these ideas via a lecture and discussion and	Students will demonstrate their knowledge by making educated

a work of art was created.	place that a work of art may have been made within as well as what the culture might have been like at the time.	an interactive demonstration.	making educated guesses about the time and place that a work of art may have been made within as well as what the culture might have been like at the time.
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Describe a potential summative (end of unit) performance task: Students will hold a peer review and critique to discuss decisions made while creating their art.

### **Lesson Plan: Intro to lesson/Sketching**

Estimated amount of time required for this lesson: 1 cycle day

Learning Objective(s): Students will have four composition sketches for their printmaking by the end of class.

Materials and Resources: Pencils, sketchbooks, markers, crayons, foam, model magic, cardboard, popsicle sticks, glue as needed.

Vocabulary: Printmaking, composition, sketch, relief printmaking (foam) collagraph printmaking (cardboard), model magic (can be either relief or collagraph).

Procedures/Content: Students will be introduced to a few types of printmaking and then encouraged to make sketches for their print compositions and to add color. Vocabulary will be introduced, and practiced throughout the lesson. What are some ways artists use printing today? Why might printmaking have been useful to artists in the past?

Assessment: Students will choose which image or images they would like to turn into printmaking plates from their sketches. Students may discuss their decision making and reasoning with peers and the teacher.

### **Lesson Plan: Creating Printing Plates**

Estimated amount of time required for this lesson: 1 Cycle day

Learning Objective(s): Students will create printing plates of the image or images they chose in the prior class.

Materials and Resources: Foam, cardboard, glue, scoring sticks, model magic.

Vocabulary: Printmaking, composition, sketch, relief printmaking (foam) collagraph printmaking (cardboard), model magic (can be either relief or collagraph) Scoring, series.

Procedures/Content: Students will use their sketches to create printmaking plates after a short introduction and reminder session using foam, cardboard, or model magic. Students will then plan a series of prints (at least 3) What are some examples of a series today? What else could we use to make prints?

Assessment: Students will participate in a class in progress critique when they have finished their printing plates.

### **Lesson Plan: Printing with plates**

Estimated amount of time required for this lesson: 1 Cycle day

Learning Objective(s): Students will learn how to create and pull prints from their printing plates they have created in the class prior.

Materials and Resources: Foam, cardboard, glue, scoring sticks, model magic, paper, water, brushes, paint/ink, placemats.

Vocabulary: Printmaking, composition, sketch, relief printmaking (foam) collagraph printmaking (cardboard), model magic (can be either relief or collagraph) Scoring, series ghost print.

Procedures/Content: Students will use their printing plates to create and pull prints to create a small series of at least 3 prints. What do you think will happen if you use your printing plate without adding more paint? Explain ghost prints. What are some ways we could use more than just one color on our printing plates?

Assessment: Students will participate in a critique with their classmates and discuss the process and decision making that went into creating their prints.